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ABSTRACT

The module described in this document is part of a series of instructional modules on sex-role stereotyping in education. This document (including all but the cassette tape) is the module that explores the myths and stereotypes that have limited women in the world of work. The material provides suggestions for helping students expand occupational interests and make career decisions that go beyond traditional job aspirations. (Author/MLF)

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BUSINESS AS USUAL:
SEX STEREOTYPING IN BUSINESS EDUCATION

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U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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INSTRUCTIONS

The enclosed module on sex stereotyping in business education is composed of a 25-minute tape, seven transparency masters and five handouts with a bibliography. The module is designed so that it can be used independently or to supplement an existing instructional unit.

The module was developed to facilitate discussion as well as to present information. Several times during the tape the group is requested to stop the tape recorder and participate in an activity. It is suggested that at that time the instructor or group leader stop the tape recorder and initiate the activity. When the discussion of the activity appears to be winding down, the tape should be started again. The unit, with activities, should take between one and two hours. We strongly recommend that the instructor or group leader listen to the tape before using it and write down possible points to be shared with the group during the discussions. We think the module is a good one, but it is only as effective as group discussion and participation make it.

There are seven transparencies that go with the tape: (1) Goals of Business Education, (2) Stereotyping, (3) Women and Work, (4) Some Questions to Ask When Analyzing Business Education Textbooks, (5) Business Education Textbooks: Limiting or Expanding Career Opportunities? (6) Where Are the Women in Business? and (7) Man or Person? At the appropriate time each transparency is introduced on the tape; following this, there is a short pause to allow the transparency to be put on the overhead projector. You may want to stop the tape during this pause to allow everyone to read the transparency.

One activity involves the analysis of textbooks. A sample of textbooks (one book for every three participants works well) should be selected and distributed to the group.

Copies of the handouts should be made and distributed to members of the group prior to beginning the tape. Copies can be made by using any copying machine or by using a Thermofax machine to make ditto masters of the handouts.

Transparencies can be made from the transparency masters by covering the master with a sheet of transparency film and running both the sheet and the master through a Thermofax machine.

This module is part of a series of instructional modules on sex-role stereotyping in education. Other modules are available in Language Arts, Social Studies, Mathematics, Physical Education, Human Growth and Development, Science, Fine Arts, Special Education, Curriculum, Early Childhood Education, and Research and Measurement.

AUG 25 1980

HANDOUTS

WOMEN AND WORK

Myth	Reality
1. Women work for pocket money.	1. Over two-thirds of working women are either single heads of household or are married to men who make less than $7,000 a year. Over seven million working women are living below the poverty line.
2. Women are absent from their jobs much more frequently than men.	2. When women and men are matched by job category, women are not absent more frequently than men. A 1967 study found women lose an average of 5.6 days of work annually while men lose an average of 5.3 days of work. However these figures do not take into account that women are more apt than men to be concentrated in lower paying jobs and that people in lower paying jobs tend to be absent more frequently than managers or professional people.
3. Women don't stay in the work force.	3. Single women work, full time, for an average of 45 years (two years longer than men), while married women work full time for an average of 25 years.
4. Children of mothers who work outside the home are more likely to become delinquents than children of mothers who don't work outside the home.	4. The outside employment of a mother is not a significant contributor to delinquency. The quality of maternal-paternal child interaction rather than the quantity is what is important.
5. Women and men are paid equally.	5. In 1976 women workers made 60% of the salaries men did. The average female college graduate makes about the same amount of money that the male high school dropout does.

SOURCES: (All available from the U.S. Government Printing Office, Washington, D.C. 20402.)

A Statistical Portrait of Women in the United States. Current Population Reports. Special Studies Series P-23, No. 58. U.S. Department of Commerce, Bureau of the Census, 1976.

U.S. Working Women: A Chartbook. U.S. Department of Labor, Bureau of Labor Statistics. Bulletin 1880, 1975.

1975 Handbook on Women Workers. U.S. Department of Labor, Employment Standards Administration. Bulletin 297, 1975.

"...To Form a More Perfect Union...." Report of the National Commission on the Observance of National Women's Year, 1976.

SOME QUESTIONS* TO ASK WHEN ANALYZING BUSINESS EDUCATION TEXTBOOKS

	Usually	Occasionally	Seldom
1. Are women shown as decision makers and planners?			
2. Are titles like "businessman" and "salesman" used?			
3. Are women and men shown as both producers and consumers?			
4. Are men shown being active at home as well as in the work force?			
5. Are anti-discrimination laws covered?			
6. Are myths about women and the work force perpetuated?			
7. Are men shown as secretaries and typists?			
8. Are beauty and good clothes given as criteria for secretarial employment?			
9. Are men as well as women encouraged to enter secretarial work?			
10. Are secretaries always referred to as "she"?			
11. Are supervisors always referred to as "he"?			
12. Are adult women called "girls"?			
13. Are alternative salutations, like gentlepersons, used that include members of both sexes?			
14. Are students' ideas of the things women and men can do expanded?			
15. Are relative advantages, disadvantages and limitations of occupations discussed?			

* Not all questions are appropriate for all business education texts. These questions may also be used as "discussion starters" to help students become more aware of the role sex stereotyping often plays in business education textbooks and, indeed, in business itself.

MAN OR PERSON?

The left column lists terms that exclude women. On the right, list terms with the same meaning that include both sexes. Try to use words that are already in existence rather than replacing "man" with "person."

Male-Oriented Terms	Person-Oriented Terms *
Congressman	
Fireman	
Policeman	
Spokesman	
Chairman	
Businessman	
Mailman	
Salesman	
Girls in the Office	
Man and the Law	
Manmade	
Gentlemen or Dear Sirs	

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* For more suggestions, free guidelines on person-oriented language are available from:

Holt, Rinehart & Winston
383 Madison Avenue
New York, N.Y. 10017

McGraw-Hill Book Company
1221 Avenue of the Americas
New York, N.Y. 10036

Scott, Foresman & Company
1900 E. Lake Avenue
Glenview, Illinois 60025

RESOURCE MATERIALS

Anything They Want to Be

Available from: University of Calif. Extension Media Service, Berkeley, Calif. 94720

Seven-minute film about sex stereotyping in intellectual and work-awareness activities at school.

Anything You Want to Be

Available from: New Day Films, P.O. Box 315, Franklin Lakes, N.J. 07417

Nine-minute black and white film that discusses women's and men's identity and how we tend to stereotype.

Career Counseling: New Perspectives for Women and Girls: A Selected Annotated Bibliography

Available from: Business and Professional Woman's Foundation, 2012 Massachusetts Avenue, N.W., Washington, D.C. 20036

Description of 125 books, reports and articles on women and careers.

Catalog of Materials and Services

Available from: Women's Educational Equity Act Program, c/o Education Development Center, 55 Chapel Street, Newton, MA 02160 (617)969-7100

Listing of materials and activities designed to eliminate sex bias and expand educational opportunities for girls and women.

Help Wanted: Sexism in Career Education Materials

Available from: Women on Words and Images, Box 2163, Princeton, N.J. 08540

A book and slide show on the topic of sexism in career education materials.

Leaflet #10

Available from: Women's Bureau, Employment Standards Administration, U.S. Department of Labor, Washington, D.C. 20210

A list of all available material from the Women's Bureau, most of which is free.

On Campus with Women

Available from: Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, N.W., Washington, D.C. 20009

Free newsletter and materials concerning Title IX and sex bias in education.

Peer Perspective

Available from: PEER: Project on Equal Education Rights, 1029 Vermont Avenue, N.W., Suite 800, Washington, D.C. 10005

Free newsletter with up-to-date information on Title IX.

Planning for Career Options

Available from: Catalyst, 14 East 60th Street, New York, N.Y. 10022 (212)759-9700

Step-by-step guidance workbook that explores new opportunities for women in traditionally male fields. Also available are 27 booklets exploring different career possibilities.

RESOURCE MATERIALS - continued

Women and Educational Testing: A Selective Review of Research Literature and Testing Practices, Little, McCarthy and Stickler

Available from: Educational Testing Service, Princeton, N.J. 08540

Examines problems of sex bias in testing and effect of sex stereotyping on occupational choice. Includes annotated bibliography.

WHAT YOU CAN DO

Our suggestions:

1. Examine your own attitudes toward stereotyping in careers.

2. Examine your textbook and business education materials for stereotyping in illustrations, content and language.

3. Make your own collection of materials. Have your students compare your materials with more traditional materials and discuss the differences they find.

4. Work with your school's curriculum committee to review and order new materials that will expand, not limit, people's aspirations.

5. Invite women and men with non-traditional careers to visit your classroom to talk about their jobs and how they prepared for them.

6. Provide your students with alternatives to stereotypic language. Teach and use terms like business executive, Member of Congress and sales representative. Include your revisions in shorthand like "gpr" joined for gentleperson or "gprs" joined for the plural gentlepersons.

7. Work to have the secretarial profession given the respect and financial remuneration it needs and deserves.

8. Have your students send away to professional business organizations like the following for information about women and men in business.

   American Banking Association
   American Business Women's Association
   American Management Association
   National Association of Bank Women

9. Increase both student awareness and knowledge by talking about the myths and realities of women and work.

10. Discuss with your students how stereotypes may limit their futures.

Your other suggestions:

BIBLIOGRAPHY

Associations

American Banking Association, 1120 Connecticut Avenue, N.W., Washington, D.C. 20036.

American Business Women's Association, 9100 Ward Parkway, Kansas City, Mo. 64114.

American Management Association, 135 W. 50th Street, New York, N.Y. 10020.

National Association of Bank Women, 111 E. Wacker Drive, Chicago, Ill. 60601.

National Association of Executive Secretaries, 9401 Lee Highway, Suite 210, Fairfax, Va. 22030.

National Association of Legal Secretaries, 3005 E. Shelly Drive, Suite 120, Tulsa, Okla. 74105.

National Secretaries Association, 2440 Pershing Road, Crown Center, Suite G-10, Kansas City, Mo. 64108.

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* Kreps, Juanita M., Sex in the Marketplace: American Women at Work, Johns Hopkins University Press, Baltimore, Maryland, 1971.

* Loring, Rosalind K., and Herbert A. Otto, New Life Options: The Working Woman's Resource Book, McGraw-Hill, New York, 1976.

Stacy, J., S. Bereaud, and J. Daniels, And Jill Came Tumbling After, Dell Publishing Company, New York, 1974.

Valiant, Sharon, People Working, Especially Women, Training Institute for Sex Desegregation of the Public Schools, Douglass College, Rutgers University, New Brunswick, N.J., January 1976.

Verheyden-Hilliard, Mary Ellen, "Cinderella Doesn't Live Here Anymore," Womanpower, November 1975, pp. 34-37.

Weitzman, Lenore, and Dianne Rizzo, Biased Textbooks: A Research Perspective, Resource Center on Sex Roles in Education, Washington, D.C., 1974.

Women in Management, MCR Films, Palo Alto, California, 1974.

Women on Words and Images, Dick and Jane as Victims: Sex Stereotyping in Children's Readers, P.O. Box 2163, Princeton, N.J., 1975.

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* Particularly recommended

TRANSPARENCIES

GOALS OF BUSINESS EDUCATION

...to train students to enter the business world immediately upon high school graduation.

...to provide students with knowledge about business and business practices that they can use in their everyday life.

...to provide students with a background that will allow them to pursue the study of business at the post-secondary level.

STEREOTYPING

STEREOTYPING is the arbitrary assigning of certain habits, abilities, and expectations to people solely on the basis of group membership, regardless of their attributes as individuals.

Read the following descriptions and discuss the images and assumptions that come to mind. What would you assume or imagine about:

1. **a Truck Driver**
2. **a Business Executive**
3. **a Nursery School Teacher**
4. **a Boss**
5. **a Secretary**
6. **a Computer Programmer**

Can you think of other stereotypes?

WOMEN AND WORK

MYTH	REALITY
1. Women work for pocket money.	1. Women work out of economic necessity.
2. Women are absent from their jobs much more frequently than men.	2. When women and men are matched by job category, women are not absent more frequently than men.
3. Women don't stay in the work force.	3. Single women work, on the average, 45 years, while married women work, on the average, 25 years.
4. Children of mothers who work outside the home are more likely to become delinquents than children of mothers who don't work outside the home.	4. The outside employment of a mother is not a significant contribution to delinquency.
5. Women and men are paid equally.	5. Women, in 1976, made 60% of what men made.

SOME QUESTIONS TO ASK WHEN ANALYZING BUSINESS EDUCATION TEXTBOOKS

1. Are men shown as secretaries and typists?

2. Are myths about women in the work force perpetuated?

3. Are beauty and good clothes given as criteria for secretarial employment?

4. Are anti-discrimination laws covered?

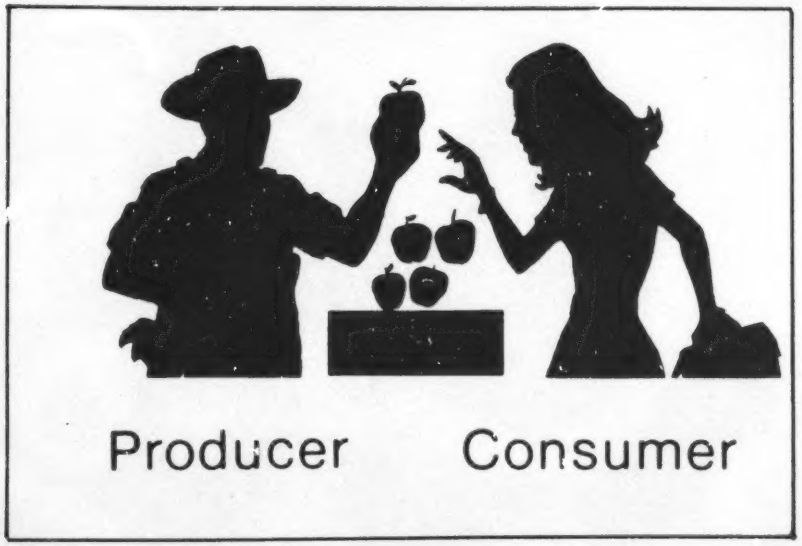
5. Are women shown as decision makers and planners?

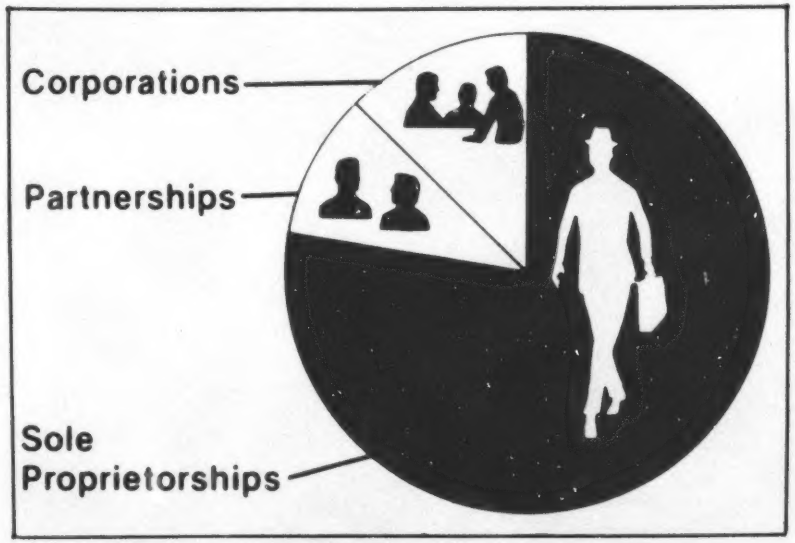
BUSINESS EDUCATION TEXTBOOKS:

LIMITING OR EXPANDING

CAREER OPPORTUNITIES?

WHERE ARE THE WOMEN IN BUSINESS?*





*Sample Textbook Illustrations

MAN OR PERSON

MALE-ORIENTED TERMS	PERSON-ORIENTED TERMS
Fireman	Firefighter
Policeman	Police Officer
Spokesman	Speaker, Representative
Chairman	Chair, Head
Businessman	Business Executive, Manager
Mailman	Mail Carrier
Salesman	Seller, Sales Representative
Girls in the Office	Office Staff, Office Personnel
Man and the Law	Citizens and the Law
Manmade	Synthetic, Manufactured
Gentlemen, Dear Sirs	Gentlepersons, Ladies and Gentlemen
Congressman	Member of Congress, Congressional Representative